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ABSTRACT

The purpose of this study was to determine if parental involvement had effects on student reading achievement. The parents of students in kindergarten through grade two were given a questionnaire to complete. The teachers in these grades were given a data form and a short questionnaire to complete on parental involvement and the levels of reading achievement of each child in their class. The results showed that kindergarten children scored in the average to above average range with much parental involvement, while for grades one and two, although there was parental involvement, they only scored in the average range. Students with above average or average scores had a large portion of parents who were involved in a variety of ways with the education of their children; those with below average achievement also showed low involvement of parents in educational activities. (Contains 44 references and a table of data. Appendixes contain the permission letter, questionnaire, and a data form.) (Author/RS)

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Parental Involvement and Its Effects on Student Reading Achievement

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ABSTRACT

The purpose of this study was to determine if parental involvement had effects on student reading achievement. The parents of students in grades Kindergarten through grade two were given a questionnaire to complete. The teachers in these grades were given a data form and small questionnaire to complete on parental involvement and the levels of reading achievement of each child in their class. The results showed that Kindergarten children scored in the average to above average range with much parental involvement, while grades one and two, although there was parental involvement, they only scored in the average range.

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"Learning to read" is considered by parents, teachers, and the general public to be the most important educational objective for children (Silvern, 1985). Without question, parents play a critical role in the literacy development of their children (Rasinski, Fredericks, 1988). Parental involvement has been shown to play a part in fostering children's cognitive growth and academic success. Parental involvement has been defined as "any interaction between a parent and child that may contribute to the child's development or direct parent participation with a child's school in the interest of the child (Reynolds, 1992). Parental involvement is necessary from Kindergarten through grade 12.

Emerging literacy is of increasing interest to parents and teachers of pre-primary children. Emerging literacy is a term coined in the 1980's by Marie Clay, as a continuum of literacy growth that begins at birth and proceeds to the time when conventional reading and writing occurs. During this period of emergent literacy, children are developing awareness of the interrelatedness of oral and written language (Teale &Sulzby, 1986).

Direct involvement in children's learning and availability of learning resources at home, all appear to influence academic success. Research says that when parents are a part of their child's education, the student is more likely to stay in school and is likely to achieve. The Commission on Reading found that parents, not the schools, laid the foundation for a child's learning to read. This report also placed on the parents an obligation to support their children's continued growth as readers (Anderson, 1985).

Parents have great potential; they stimulate their child's adult intelligence and lay the foundation for formal reading instruction (Becher, 1982). How involved are parents in establishing a positive literacy environment for their child? According to Silvern (1985), teachers should give particular attention to the parental involvement and help parents consider activities, which have the highest value in preparing children for success in reading. Research indicates that the factors associated with a child's parents, family or home environment, have a greater impact on achievement than do school-related factors (Silvern, 1985).

Becher (1985), found in reviewing research related to reading achievement, that reading to a child is the best known, most researched, and most frequently recommended practice that is significantly related to positive attitudes toward reading and reading achievement. Many parents are aware of the general value of reading to their children and acknowledge that teachers do often recommend this practice to them. Studies do indicate that parents are more likely to more seriously value reading to their child if teachers point out the specific benefits to be gained from this activity (Becher, 1983).

There are many benefits to reading to a child. Many parents are surprised to learn that "reading to the child" has been shown to significantly increase children's: listening and speaking vocabularies, letter and symbol recognition, length of spoken sentences, literal and inferential comprehension skills, number and nature of concepts developed, interest in books and reading, and view of reading as a valued activity (Brezinski, et al, 1964). Parents read to their children in different

ways. Studies indicate that the most effective style is when parents engage in verbal interaction with the child (Teale, 1981). In a study by Cousert (cited in Smith, 1988), "found that the most powerful influence on children's success in elementary school was the amount of time they saw their parents reading. The frequency of that image was even more influential than was the reading aloud to children" (p. 68).

Although research and studies are limited, studies do generally indicate that children whose parents read to them on a regular basis (that is, at least four times a week, for 8-10 minutes) exhibit more positive attitudes and higher achievement levels in reading that do children whose parents do not read to them (Henry, 1974).

Parents of good readers tend to be good readers themselves and present a good reading model for their children. These parents read for pleasure and read to the child before the child enters school. Parents of poor readers tend to view reading mainly as a skills process; reading mostly for information and visiting the library infrequently (Dix, 1976).

Studies conducted by Flood (1977), Smith (1971), Snow (1983), and Teale (1978), examined the interactive practices parents use while reading to their children. The first finding is that children who had higher performance scores on reading tasks were those who talked more about the story and asked more questions during the reading process than those children who did not. This finding is especially important since many parents expect their children to "be quiet" and "listen" to the story as is it being read. The second finding is that parents who initiated talks with their children

about books they were reading had children with significantly higher reading achievement scores and more highly developed and expanded concepts that children whose parents did not. Effective practices used by parents were asking pre-reading, during reading and post-reading questions about the books they read.

Extensive evidence is available establishing the crucial role parents play in the general development and education of their children. Further, there are specific practices that are related to reading achievement.

HYPOTHESIS

To add to the body of information available on this topic, the following study was undertaken. It was hypothesized that parents who are involved in their child's academics, have a positive effect on their reading achievement as compared to parents who do not become involved or are slightly involved in their child's education.

PROCEDURES

A questionnaire was sent home to parents of 305 students in grades Kindergarten through second grade of a public elementary in Union, New Jersey. The town is a middle class suburban community.

The questionnaire contained questions and statements pertaining to parents' thoughts and attitudes on the effects of parental involvement and reading. Each teacher was given a class supply of questionnaires to provide to each child. Upon return, they were given to me for evaluation.

Thirteen teachers (K-2) were given a data form and questionnaire to complete. They were required to complete the achievement in reading for each child by filling in either a check or the actual numerical grade in reading according to the child's performance and whether or not they knew of parental involvement in or out of school. The chart listed scoring as follows: above average (90+), average (80-89%), below average (below 80%). The last column was for any comments that teachers were interested in making. After filling out the data form, they were asked to complete a few questions on their beliefs about parental involvement and reading.

RESULTS

The parent survey (see Appendix 1) was given out to 305 parents of students in grades Kindergarten through second grade. Over a two-week period, there was a 67% return rate (204). The first ten questions pertained to different statements about reading, volunteering, reading material, etc and parents rated these statements on a scale of 0-5 (0 being not applicable and 5 being strongly disagree). The second ten questions were fill in the blanks and pertained to reading and reading activities done in the home. The results are as follows:

Question #1—Parents who are involved in their child's education produce children who perform well in school. 87.4% of parents agreed with this statement and 11.4% disagreed with this statement. 1.5% of parents felt this question was not applicable.

Question #2—Parents who enjoy reading have children who enjoy reading. 78% of parents agreed with this statement and 19% disagreed; 1.9% felt it was not applicable.

Question #3—Reading is important to you. 88.5% of parents agreed with this statement and 11.5% of parents disagreed with this statement.

Question #4—Your home has a great deal of printed materials (books, magazines, newspaper, etc). 91% of parents agreed with this statement while 9% disagreed with this statement.

Question #5—Parents, who have a positive attitude about reading, have children with a positive attitude about reading. 84% of parents agreed with this statement and 16% disagreed with this statement.

Question #6—It is important for parents to volunteer at their child's school or in the classroom. 87% of parents agreed with this statement, 12% disagreed with this statement, 1% felt it was not applicable.

Question #7—Parental support of teachers has an impact on your child's academic success. 86% of parents agreed with this statement, 11% disagreed with this statement, and .9% felt it was not applicable.

Question #8—Parents, who spend time reading to their child regularly, have children who do well in reading at school. 86% of parents agreed with this statement, 12 % disagreed with this statement, and 1% felt it was not applicable.

Question #9—It is important to read to children, visit the library, and discuss books. 91% of parents agreed with this statement, 7.5% disagreed with this statement, and .5% felt it was not applicable.

Question #10—Reading is an important/necessary skill to master. 89% of parents agreed with this statement, 10% disagreed with this statement, and 1% felt it was not applicable.

The rest of the questionnaire was fill in the blank and the results are as follows: When asked how often do parents read to their children (in a week), 1% said never, 25% said 1-2 times a week, 32% said 3-4 times a week, 42% said 5-7 times a week. When asked if their child likes to be read to; 96% said yes their child likes to be read to, 4% said no they do not. When asked if their child enjoys reading activities at school; 93% said yes their child enjoys reading activities at school and 7% do not. When asked if they discuss books or stories when they read to their child; 94% said yes they often discuss books, while 6% do not discuss books. When asked how often their child observes them reading (in a week); 1% said never, 16% said 1-2 times a week, 24% said 3-4 times a week, 15% said 5 times a week, and 44% said everyday.

Finally, the parents were asked if they volunteer in their child's school or classroom and how well they feel their child performs in reading. 44% of parents said they do volunteer in their child's school or classroom and 11% are excellent readers, 23% are good readers, 8.5% are fair readers, and 1% are poor readers. 56% of parents do not volunteer in their child's classroom or school, mainly due to

work reasons, and 11% of the children are excellent readers, 29% are good readers, 12% are fair readers, and 3% are poor readers.

As a second part of this study, the teachers in grades Kindergarten through second grade were given a data form and brief questionnaire (see Appendix 2). They were to record each child's reading performance and note parental involvement, and answer four brief questions. Thirteen teacher forms were distributed with ten being returned and completed. A teacher form was not completed from a kindergarten, first grade and second grade teacher due to absenteeism. The results from the teacher data form are in Table I below.

Table I

Teacher Data

Kindergarten	**Reading Scores**	**% of parental involvement**
Above average (90% +)	44%	79%
Average (80-89%)	36%	43%
Below Average (below 80%)	19%	13%
First Grade	**Reading Scores**	**% of parental involvement**
Above Average	24%	71%
Average	46%	59%
Below Average	31%	33%

Second Grade	Reading Scores	% of parental involvement
Above Average	24%	80%
Average	41%	47%
Below Average	35%	38%

The results clearly show that students with above average or average scores had a large portion of parents who were involved in a variety of ways with the education of their children. Those with below average achievement also showed low involvement of parents in educational activities.

All of the teachers in grades Kindergarten through second grade encourage parents to become involved in their classroom. Some teachers use games sent home reinforcing a skill to be played with the parent, others send a weekly/monthly newsletter with information from class, ask parents to do arts and crafts in the class, participate in career day, and include them in activities they can do with their child at home. In Kindergarten, teachers assign reading homework approximately four times a week, first grade assigns reading homework five to seven times a week, and second grade assigns reading homework four to five times a week.

CONCLUSIONS AND IMPLICATIONS

Although the majority of parents agreed with the first ten statements of the questionnaire, some parents still did not agree. There was not a significant

difference in the amount of parents who volunteered in their child's classroom and the child's reading performance in the classroom, as judged by the parents.

According to the teachers' answers on their data form, Kindergarten parents were greatly involved (directly or indirectly) and their children scored in the average to above average range in reading. First and second grade parents were also greatly involved, but their children generally scored in the average range in reading. Considering the low amount in parental involvement with the children who scored below average, it can be stated that parental involvement does effect student reading achievement.

All the teachers felt that parents who like to read, have children who like to read because they are a good role model for reading, they have a respect for reading which they encourage in their children, they set a good example for their children, and if they see their parents reading, they will be encouraged to do so themselves.

This study should be expanded further, along with other studies on this topic. Research should continue into the effects of parental involvement and student reading achievement. There have been many studies done that favor parental involvement and success in a child's reading achievement. Parental involvement is an important part of a child's education and should be encouraged throughout a child's schooling years.

Parental Involvement and Its Effects on Student Reading Achievement:

Related Research

A review of the literature addresses the importance of parental involvement and its effect on academic achievement. Parental involvement in your child's education involves many aspects. It includes attending parent-teacher conferences, open houses, volunteering for classroom/school activities and events, and being a guest speaker for the class (Akimoff, 1996). Parental involvement also goes beyond the boundaries of being involved *in* the schools. It involves reading to your child at home, listening to your child read to you, helping with homework assignments, visiting the library, talking about books and stories with your child, and having plenty of reading materials in the home. The more a parent becomes involved, the more likely the child will succeed academically (Akimoff, 1996).

Teachers play a vital role in parental involvement. Research has found that teachers who believe in their own teaching effectiveness are more likely to include parents in the following areas: parent-teacher conferences, parent volunteering, parent tutoring, parent home instruction, and parental support (Akimoff, 1996). Research has shown that teachers and parents who work together result in "children's significantly increased levels of self-esteem, motivation to learn, improved academic attitudes, and higher levels of reading achievement" (Akimoff, 1996).

Parental involvement has become a critical element of school reform to help the United States understand and explain the differences in schooling outcomes (Borman, Cookson, & Spade, 1996).

There are many advantages when parents are actively involved in the educational process. Children spend more time at home than at school and parents know them intimately, interact to them one-on-one, and try to help their child succeed (Peterson, 1989). The home environment, which is more familiar and less structured than the classroom, offers what Dorothy Rich (1985) calls "'teachable moments' that teachers can only dream about." Children whose parents are involved in their education have many advantages. They have better tests scores, better grades, higher academic achievement, and better attitudes about school (Henderson, A., 1988).

In a study conducted by Hewison and Tizard (1980), they tried to determine if there were differences in school achievement *within* a working-class population in relation to the differences in home backgrounds of the children with focus on parental behaviors of reading and their day-to-day child-rearing activities. Their sample consisted of children aged 7-8 years of age. All of the families and children in this study were white and from a homogeneous working-class area.

In the pilot study, open interviews were used to obtain the home background factor (whether or not the mother heard the child read). Topics covered included attitudes to children's play and discipline, the sharing of activities and conversation, reading to the child and hearing the child read, and how the child spent his leisure time. The children were then given the Southgate Reading Test I.

A second study was done by randomly choosing 30 children from the first study. Parents were again contacted to answer interview questions. These children were given the NFER Test A standardized test and the WISC IQ test.

Results from the pilot study found that the factor mostly associated with reading success, was whether or not the mother regularly heard the child read. The difference was almost one standard deviation.

Results from the second study showed there was a highly significant relationship between reading score and IQ (Pearson's $r = 0.54$, $P < 0.001$). This study shows that there is an increasing awareness of the need for co-operation between the home and the school.

Parents who receive direct instruction in teaching reading skills can help their children at home even if they themselves have poor reading background (Brzeinski, 1964). Parents should learn some techniques for reading with their children. Wilks and Clarke (1988) did a study on parents' role of helping their child read better. Forty-two mothers of low ability readers were placed into three groups. The first was the trained group and they received one hour a week for four weeks of training in reading skills on how to select the appropriate correction procedures. The second group was the encouraged group and they learned reading skills and how to select the right book. The third group was the control group and they received no

training. All were tested. The trained group made more significant gains than the other two groups. This proves that parents with specific training helped their children make gains in reading skills. This also proves that parental involvement in your child's education has positive effects.

Anderson (1985) did a study in 1999 in St. Louis public schools. Her sample included 30-second graders in Chapter I remedial reading programs. They receive 45 minutes a day of reading assistance. This study was done in six weeks. It was used to test whether parent intervention makes a difference in reading achievement. The students were pre-tested in vocabulary and comprehension. During the first week of the study, the Gates-MacGinitie reading test was given to establish a basal score for the students to see if parental involvement actually does help.

During the first week, the parents were given a letter requesting their assistance for one evening each week of reading for six weeks. Next, a parent questionnaire was given over the phone to see parents' and child's' attitudes toward reading. During class, the student's classwork was geared toward the areas of concern—vocabulary and comprehension. In class, the students were given direct teaching before, during and after the study. In remedial class, the students were given 15 minutes of phonic and word attack skills, 15 minutes of oral reading with discussion and 15 minutes of silent reading with discussion. Students were

consistently praised and rewarded with stickers and candy for excellent oral and silent reading.

The results are as follows for parental involvement. They all started out with good intentions. For week 1, 100% of students read to their parents. The reason was because the school supplied the books. For week 2, parents were to take their children to the library. Five out of 30 students went. Only 1/6 of the children received library cards and actually got books out of the library. For week 3, only one child read a recipe with his parent. He even brought the recipe of cookies in to share with the class. For week 4, students were to read a list of words every night until they were proficient. No one knew all the words. Due to the above activities that were not attempted, week5 and week 6 activities were not given. Week 5 would have been parent and child read a book together. Week 6 would have been a tape of the student reading a book.

Parental involvement is a necessary part of the education process before and during the 18 years of school and the years prior to enrollment. There is a direct relationship between parent behaviors at home and student reading achievement.

According to Evans, Shaw, and Bell (2000), parent and the literacy environments they create in their homes are widely believed to play an important role in the development of children's reading and language skills. Evidence to support this belief has often focused on the time the parents spend on reading to their children. Scarborough, Dobrich, and Hager (1991), found that preschoolers who were read to more and who participated in more solitary book activities at

home became better readers by Grade 2 compared to preschoolers with less frequent early literacy home experiences. Swinson (1985), found that parents who were encouraged to read daily to their preschoolers over a nine month period of time, had children whose vocabulary scores improved, whereas the scores of children whose parents had not been encouraged to read to their children daily were not significantly enhanced. Weinberger (1996) and Mason (1980) noted that visiting the library, reading signs, watching educational television programs such as "Sesame Street," and having a library card are related to reading skills.

Families may vary in the extent to which parents encourage literacy activities and provide their children with materials that focus on learning letter names, forms and sounds. It has been observed that precocious readers had parents who explicitly taught their children the names and sounds of letters (Durkin, 1966; Jackson, Donaldson, & Cleland, 1988).

Parents may feel overloaded with the variety of literacy activities from which they can choose to use to help their child. These range from the "reading skill" books found in grocery and discount stores to "how to teach you child to read" manuals (Rasinski & Fredericks, 1988). Parents need to consider literacy activities that have the highest value. Several activities which are highly regarded include parental modeling of literate behavior (Goldfield & Snow, 1984), reading aloud (Trelease, 1985), scribbling, drawing and writing (DeFord, 1980), providing interesting experiences and talking about them (Durkin, 1977), storytelling (Baker & Greene, 1977; Nessel, 1985), and reading predictable literature (Bridge, 1986;

Gross, 1986; Rhodes, 1986). Activities that are chosen should be ones that provide the greatest potential for learning, enjoyment and continuing involvement.

According to Zellman and Waterman (1998), parental involvement in American schools has fluctuated over the past two centuries. Many parents relinquished the responsibility for their child's education, to the teacher. A larger role for parents came in the 1920's. Parents were encouraged to help with homework, join the PTA, provide goods for the bake sale, come to events specified by the school, and come to back-to-school night. Lightfoot (1978) said this type of involvement was "a superficial level of interaction."

The relationship of parents and their children's schools shifted again in the 1960's. Movements, such as civil rights and cultural pluralism, enabled more parent and community involvement in the schools. Research literature indicates that parent involvement in children's education appears to be associated with a range of positive outcomes for children. Some of these positive outcomes include fewer behavior problems (Comer, 1984), lower dropout rates (NCES, 1992), and higher student achievement (Kohn, 1994; Muller, 1993; Reynolds, 1992; D. Stevenson & Baker, 1987). Such findings have led to the development of programs to promote parent involvement, even though it is not clear that programs will achieve the same effects as naturally occurring involvement.

We know that parent involvement is a complex idea that includes a wide variety of parental behaviors. Many parents have preferences to these behaviors. For example, Kerbow and Bernhardt (1993) found substantial differences across

racial and ethnic groups in the focus of parental involvement—home or school. Many Asian American parents tend to focus their efforts and energy in their child's education, by involving them in activities outside of school. They are usually involved in music lessons or discussions with parents about the school program. African American parents are usually involved in school-site activities.

In a project developed by the staff of the Frank Porter Graham child Development Center in Chapel Hill, North Carolina, it was found that some parent-initiated activities were particularly related to achievement, as measured by the *Iowa Test of Basic Skills*. These activities include reading books at home, using the library, guided use of television, and extra curricula lessons (Arter & Salmon, 1987).

Even though there have been studies done in the past, it seems necessary to replicate these studies to determine what factors in the home environment definitely contribute to the child's reading achievement. In a study by Anglum, Bell, and Roubinek (1990), they determined just that. The following questions were addressed. 1. Is there a relationship between reading achievement and the gender of the subject, educational levels of mother and father, birth order of subject? 2. What weighted combination of the above question are significant predictors of reading achievement? 3. Is there a relationship between reading achievement and listening to a child read, the kind of work helps given for unknown words, frequency of reading to the child before school entry, frequency of discussing the book the child is reading, frequency of reading to the child after entering school, personal library of child, frequency of child viewing the parent reading for pleasure, and the

kind of printed material read most often by parent? 4. What weighted combination from the above question are significant predictors of reading achievement?

The subjects used were from a central state elementary school—both parents and students from grades one through six. A consent form was sent home requesting permission to use reading achievement scores. Four hundred ninety-two of the six hundred eighty-five parents agreed to participate.

For grades one and two, the *Iowa Test of Basic Skills* was used. For grades three through six, the *Missouri Mastery and Achievement Tests* were given. The data for this study were analyzed by correlation of the independent variables with each other and with the dependent variable, reading achievement. The subjects were grouped into three grade levels: grades one and two, grades three and four, and grades five and six.

The correlation between the social variables and reading achievement show that the educational level of mother and father was significantly correlated with reading achievement. The educational level of the father with RA (reading achievement) was correlated at .268 for grades one and two. The birth order or gender of the subject was not significantly correlated with reading achievement.

The best single predictor of grades one and two shows to be the educational level of the father. This predictor accounted for 6.63 percent of the variance in predicting reading achievement. The gender, birth order, and educational level of the mother account for the remaining 8.45 percent of variables predicting reading achievement.

The most highly correlated of the ten literary variables for predicting reading achievement in grades one and two was the frequency of the parent reading to the child before entering school. Frequency of visits to the library, ownership of personal library, and variety of print materials in home were also correlated significantly.

For grades three and four, the educational level of both mother and father were correlated significantly with RA. In grades five and six, it was the educational level of the father. The most highly correlated of the ten literary variables for grades three and four were how often the child was read to before entering school and variety of printed material in the home. For grades five and six the variables were variety of printed materials in home and kind of help given to the child for an unknown word.

The significant point of this study indicates that family and home environment does have and influence on the attitudes and expectations of the child that comes to formal education at school age.

In an article by Burgess (1964), she stated that public school preschool programs have mostly concentrated on the child's cognitive and language development in classroom settings with or without parental involvement, but little has been mentioned in the literature about parent programs emphasizing parent-child interaction in the home without the added component of preschool classes for children.

Her study was to determine the effectiveness of initiating a training program for parents of preschool children. The study answers the following questions: what are the mean differences in readiness test scores of a group of children whose parents participate in a training program, a group of children whose parents participate in a training program subsequent to testing, and a group of children whose parents do not participate in a training program?

The parent training program contained a variety of workshops, held twice weekly. Three components were present at the workshops: a sharing period, an informational period, and an activity period. Workshop 1 was *Reading to Children*, Workshop 2 was *Stimulating Oral Language*, Workshop 3 was *The Magic Box* (teach concepts of color, size, shape, pattern, classifying). Workshop 4 was *The Magic File Box* (abstract levels from workshop 3), Workshop 5 was *Using the Eyes* (awareness of body and parts, functions), Workshop 6 was *Using the Ears* (teaching child to listen), Workshop 7 was *Number Concepts*, Workshop 8 was *Writing Stories*. After the workshops the children were given the Utah Test of Language Development and four subtests of the Metropolitan Readiness Test, Level I.

The results indicate the following: The parent training program did significantly affect the readiness scores of the experimental group. They also scored significantly higher than the Control group on the Metropolitan Readiness Test. The parent training program did affect the language readiness scores of the experimental group. They scored significantly higher than the control group. The local school system, by initiating a training program for parents, was successful in

positively affecting the readiness scores of a group of children whose parents participated.

In a study done by Stevenson and Baker (1987), they found that parents who are more involved in school activities are more likely to have children who are performing well on school. Parental involvement in school activities is also highly related to a teacher's assessment of whether the child was performing to his or her ability. Their research complements the expanding literature on parental effects on the schooling and socialization of children. Educated mothers tend to "invest" in their child's school activities by being directly involved with the school and by having frequent contact with the child's teacher. This "investment" results in better school performance of children starting at an early age. Their findings and conclusions demonstrate the importance of the link between the home and the school.

According to Nistler and Maiers (2000), interest in and a commitment to family literacy and involvement continues to grow. Parental involvement programs should be designed to help parents with the primary purpose of improving their child's literacy development. By working closely with parents, we can further understand parents' beliefs, attitudes, and perceptions of the roles they play in the literacy development and success of their children. "In turn, parents are able to give voice, through their actions, to the commitment they feel for their children to succeed."

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APPENDICES

APPENDIX 1

Dear Parents,

My name is Carolyn Schefter and I teach Kindergarten at Hannah Caldwell School. Currently, I am pursuing my Master's Degree at Kean University and am in the process of writing my thesis.

Attached is a questionnaire relating to my thesis topic. I am asking all K-2 parents if you could please complete this questionnaire and return it to your child's teacher. This questionnaire is completely anonymous and only your answers will be used for data. No names need to be included.

Thank you in advance for your participation!

Sincerely,

Carolyn Schefter

PARENT QUESTIONNAIRE

Please circle the following number for the answer that most applies in your home.

0-not applicable
1-strongly agree
2-slightly agree
3-agree
4-slightly disagree
5-strongly disagree

1. Parents who are involved in their child's education produce children who perform well in school.

   0 1 2 3 4 5

2. Parents who enjoy reading have children who enjoy reading.

   0 1 2 3 4 5

3. Reading is important to you.

   0 1 2 3 4 5

4. Your home has a great deal of printed material (books, magazines, newspapers, etc.).

   0 1 2 3 4 5

5. Parents, who have a positive attitude about reading, have children with a positive attitude about reading.

   0 1 2 3 4 5

6. It is important for parents to volunteer at their child's school or in the classroom.

   0 1 2 3 4 5

7. Parental support of teachers has an impact on your child's academic success.

   0 1 2 3 4 5

8. Parents, who spend time reading to their child regularly, have children who do well in reading at school.

   0 1 2 3 4 5

9. It is important to read to children, visit the library and discuss books.

   0 1 2 3 4 5

10. Reading is an important/necessary skill to master.

    0 1 2 3 4 5

Please complete the next few questions with the best possible answers that apply in your home.

1. How often do you read to your child (in a week)?_____

2. How often does your child read books, magazines, etc. when alone?_____

3. For which of the following reasons do you **most often** read?

   Circle
   1. Recreation/Enjoyment
   2. Employment reasons
   3. Education
   4. Information
   5. Necessity
   6. Other _____

4. Does your child like to be read to?_____

5. Does your child enjoy reading activities at school?_____

6. Do you volunteer in your child's school/classroom?_____

   If so, how often?_____

7. How often does your child observe you reading (in a week)?_____

8. What types of books does your child like to read/have read to them? (mysteries, fairy tales, etc)_____

9. Do you often discuss books and stories when you read with your child?_____

10. How well does your child perform in reading?

    Circle 1. Excellent
    2. Good
    3. Fair
    4. Poor

Thank you for your participation!

APPENDIX 2

Dear K-2 Teachers,

Currently, I am in the process of writing my thesis for my Master's Degree. Attached is a questionnaire and data form. If you could please fill it out as indicated, I would greatly appreciate it. Entering the child's name is for bookkeeping purposes only. No names will be used when I report the data. Please return it to me when you have completed it.

Thank you in advance for your participation!!

P.S. Parents will also be returning a questionnaire to you. Please forward it to me. Thanks!!

Carolyn Schefter

Teacher Questionnaire and Data Form

Please complete the chart for each student in class. Place their actual numerical score in the appropriate column and check if parental involvement is there. The last column is for any comments you wish to make. Names will not be used in my thesis. Thank You!

NAME	ABOVE AVERAGE 90%+	AVERAGE 80-89%	BELOW AVERAGE (BELOW 80%)	COMMENTS

Please complete the following questions.

Please complete the following questions.

1. Do you encourage parents to become involved in your class?_____ If so, how?_____

2. Do you feel parental involvement directly affects student achievement?_____

3. How often do you assign reading homework to your class (in a week)?_____

   Do you think parents who like to read, have children who like to read? _____ If so, why?
   _____